



## STUDY ON OCCUPATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT

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### **Abstract**

*The purpose of this study was to investigate the influence of some home environment factors on the occupational aspirations of secondary school students. The study focused its attention on the following variables: 1) Occupational aspirations; 2) Home environment. Dimensions of home environment variable are control, protectiveness, Punishment, conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness. Occupation plays a very important role in man's life. It determines his life style, perception of life, personality and happiness in life and his position in the society. In the present study, the term 'occupation' and 'vocation' are used as synonyms. To study this relation Descriptive survey method was used in the present study. The survey was done on 200 students who are selected by multistage random sampling technique, in the first step four schools were selected. In the second were selected. The result come out from calculations is: There exists positive and significant relation between occupational aspiration and school environment of secondary school students.*

**Keywords:** *Occupational Aspiration, Home Environment, Correlation.*

### **Introduction**

Education has had been the most essential tool that human can boast off, that indeed sets is apart from beings. This process of attaining awareness has always been of a dual nature, the informal process that is produced through the social fabric like family, society etc. and the formal domain which ranges from the good old Montessori to the like of the like of reputable Universities. It is the former that somewhere lays the foundation of aspiration In a child through its creative process. Whereas on the other hand, the latter provides the creates aspirant with the requisite platform, the credit of which is owed to the innovative approaches followed, that are abreast of the ever changing society.

The aforesaid stage has travelled a long way since the day of Marx, which has amalgamated with advanced scientific knowledge of today. This concept according to some provides the needs base to a human to be socially efficient in terms of being able to earn a living. This in turn is development on the above said factor of occupational aspiration. As there have been newer and newer lines of training and employment, the school population has become conscious about myriad occupation aspirations. Although this seems a positive development but these aspirations are unrealistic and failure to achieve these leads to maladjustment and thus dissatisfaction. The correct aspiration help give rise to vocational abilities.

#### **Occupational Aspirations**

Occupational aspiration in the formative years of life is supposed to determine success in later life in regard to job satisfaction, productivity, personality adjustment etc. Several variables appear to fashion the nature and reality orientation of such aspirants. Parental, occupational and social background, intelligence, school achievement, peer group experiences, vocational guidance etc. are some of the variables which may influence occupational aspiration.

Occupational aspiration tells us about what the person aspire to be in the occupational fields perhaps the direction of his interest. The aspirations depends upon their general level of aspiration which is determined by whether they have a high or low level of fear of failure or high or low of hope for success. An individual's aspiration level represents him not only as he is at any particular moment, but also as he would like to be at some point in the future. It is a measure of his international disposition, an important element of his, long range behavior.

Childhood marks the drawn of human development. The career development of children has been viewed as a critical part of the overall education of the individual. Development research points that occupation selection is development process in which series of decisions are made over period of time that is from pre-teen years, continuing through high school where interest in, capacity for and values of an occupational choice is defined . That is each step depends on the previous and succeeding stage. The beliefs that individual develops and refines through four major sources viz., personal performance accomplishment, vicarious learning, social persuasion and psychological state influence career choice. These aspects work together in the career development process in a way that individual develops ability for a particular Endeavour and meets with success, which reinforces self- efficiency or belief in future continued success in the use of this ability. As a result one is likely to develop goals that involved continuing involvement in that activity. Early decisions in the form of curriculum



choices influence education which in turn influences aspiration level. Education and occupational aspiration relate to how much value people assign to formal education and how far they intend to pursue it. Development of occupational aspiration is a process circumscription and compromise in which an individual may change his or her career choice to one perceived as more appropriate or accessible.

According to Hall (1911) said I think that greatest good fortune that can befall of a man is to be to make as his vocation, what he loves to do during his vocation, Number of students all over the world has to enter the world of work.

According to Good (1959) a goal directed attitude which involves conception of the self in relation to particular level of the occupational persist hierarchy.

Rojewski (2005) defined Occupational Aspiration as an Individual's expressed career related goals of choices.

It can be concluded as at one stage or the other they have to consider occupation Which they have to adopt later on. This thinking is their occupational aspiration.

### **Home Environment**

Home is the eternal school of life. There are various other social groups like peer groups or friends in school or office but family is the only social group which occupies the first and most significant influence for the development of the child. From the time of birth, the child's personality is shaped and molded by the home environment.

Home environment refers to the climate existing in the home which varies from culture to culture, society to society, and family to family. It can be defined as the sum of all those physical and psychological conditions that determine growth and development of an individual. Home environment affects the various aspects of one's life – intelligence, personality, occupational aspiration, emotions etc. It depends upon the home environment, child rearing attitudes of parents are very important in influencing the occupational aspiration of the child.

The most significant aspect of home is the warmth of relationship between parents and children and it also means the relationship between child and siblings. Genuine affection for a child means that he is whole heartedly accepted by all. The child who is thus accepted will have freedom to be himself to try things out, to explore, to make mistakes in the process, to learn. The more genuine the parent's love for the child, the more the child tends to feel free to love for his parents, his family or for other people.

Home environment has been conceptualized as the quality of human interactions from the point of view of the child. It includes those aspects which help in the growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer activities.

Rousseau (1955) observes that education begins at birth and the proper nurse is the mother. According to Dinkmeyer (1967) the family is the major environment influence and remains throughout the life the most pervasive of all influence. According to Raymond (1969) the home is the soil in which spring up those virtues of sympathy as the common characteristics. Goleman (1973) rightly pointed out the family carries responsibility for the welfare of its member cradle to grave.

Stephens (1985) writes, "A child living in favourable environment for a long time becomes bright, while on the other hand if a child lives in an unfavourable environment falls behind and national norms."

Psychological atmosphere of home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance-autonomy, acceptance-control, rejection- autonomy and rejection- control.

### **Dimensions of Home Environment**

There are certain dimensions of home environment as given by Mishra (1989):

- A. Control: It indicates, "Autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them.
- B. Protectiveness: It implies, "Prevention of independent behaviour and prolongation of infantile care."
- C. Punishment: It includes, "Physical as well as affective punishment to avoid the occurrence of undesirable behaviour."



- D. Conformity: It indicates, "Parent's directions, commands, or orders with which child is expected to comply by action." It refers to "Demands to work according to parent's desires and expectations."
- E. Social Isolation: It indicates, "Use of isolation from beloved persons except family members for negative sanction."
- F. Reward : It includes, "Material as well as symbolic rewards to strengthen or increase the Probability of desired behaviour."
- G. Deprivation of privileges: Implies, "Controlling children's behaviour by depriving them of their rights to seek love, respect and child care from parents."
- H. Nurturance: It indicates, "Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child."
- I. Rejection : It implies, "Conditional love recognizing that the child has no rights as a person, no right to express his feeling, no right to uniqueness and no right to become an autonomous individual."
- J. Permissiveness: It includes," Provisions of opportunities to child to express the views freely and act accordingly to his desire with no interference from parents,"

It can be concluded as home environment means that kind of environment in which child is given the fullest opportunity for self expression and the education which place an important role in anyone's life starts from home. The treatment which a child receives in a family will largely influence the formation of habits, development of various attitudes and also in the shaping of the behaviour.

### Statement of the Problem

Occupational aspiration of secondary school students in relation to home and environment.

### Objective

- To investigate the significance of relationship between occupational aspiration and home environment of secondary school students.

### Hypothesis

- There will be no significant relationship between occupational aspiration and home environment of secondary school students.

**Sample:** Multistage random sampling technique was used in the present study. In the first stage four schools were selected. In the second stage 200 students were selected.

### Tools used

- a. Occupational Aspiration Scale by Grewal(2011).
- b. Home Environment Inventory by Mishra(2012).

### Statistical Techniques Used

- a) Descriptive statistics mean median, standard deviation, skewness and kurtosis to examine the nature of distribution o scores.
- b) Karl Pearson's coefficient to find the relationship between the dependent variable (occupational aspirations) and independent variable (home environment).

### Results

**Table showing nature of distribution of Data(N=200)**

Variables	Mean	Median	S.D.	Sk	Ku
Occupational Aspiration	47.66	47	11.58	-0.05	-0.17
Home Environment (Control)	26.49	25	11.2	0.374	0.413
Home Environment (Protectiveness)	31.89	31	8.56	0.229	0.548
Home Environment (Punishment)	30.58	30	9.85	0.131	0.318
Home Environment (Conformity)	34.42	34	8.73	0.196	0.559
Home Environment (Social Isolation)	23.78	22	12.88	0.252	0.397
Home Environment (Reward)	33.89	33	9.78	0.325	0.252
Home Environment (Deprivation of Privileges)	21.43	20	11.58	0.189	0.641
Home Environment (Nurturance)	27.32	26	9.32	0.341	0.564
Home Environment (Rejection)	17.79	16	8.22	0.102	0.441
Home Environment (Permissiveness)	22.37	21	7.09	0.302	0.158



Range of chance of fluctuation of skewness is -0.3464 to 0.3464

Range of chance fluctuation of kurtosis is -0.6928 to 0.6928

The table shows that value of mean and median for occupational aspiration are 47.66 and 47. There is not much difference between these values. There is not much difference between the values of mean and median for all the dimensions of home environment. The value of skewness and kurtosis in case of occupational aspiration is -0.05 and -0.17 respectively which falls within the range of chance fluctuation and is therefore not significant. All the values are well within the range of chance fluctuation.

**Table showing relation between occupational aspiration and home environment (N=200)**

Variables	r
Occupational Aspiration and Home Environment (Control)	0.409**
Occupational Aspiration and Home Environment (Protectiveness)	0.233**
Occupational Aspiration and Home Environment (Punishment)	-0.244**
Occupational Aspiration and Home Environment (Conformity)	0.299**
Occupational Aspiration and Home Environment (Social Isolation)	-0.268**
Occupational Aspiration and Home Environment (Reward)	0.181**
Occupational Aspiration and Home Environment (Deprivation of Privileges)	-0.214**
Occupational Aspiration and Home Environment (Nurturance)	0.232**
Occupational Aspiration and Home Environment (Rejection)	-0.173**
Occupational Aspiration and Home Environment (Permissiveness)	0.143*

\*Significant at 0.05 level of significance (0.139)

\*\* Significant at 0.01 level of significance (0.182)

The table reveals that the values of correlation between occupational aspiration and all dimension of home environment are significant. Only four dimensions of home environment have negative correlation with occupational aspiration whereas other dimensions have positive relation. So, the hypothesis “there will be no significant relationship between occupational aspiration and home environment of secondary school students” is rejected.

### Conclusions

On the basis of results discussed above following conclusion can be drawn:

There exists positive and significant relation between occupational aspiration and home environment of secondary school students.

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